

# Penn Cambria Curriculum

<b>Course Name</b>	<b>Early Childhood</b>
<b>Length of Course</b>	<i>½ semester (.50 credit)</i>
<b>Grade Level</b>	<i>10, 11, 12</i>
<b>Prerequisites</b>	None
<b>Course Description</b>	<i>The Early Childhood program is a course in which adolescents work with children from the community. This course includes a preschool lab consisting of three, four, and five year old children. Students are given the responsibility of teaching the preschoolers so that they have an opportunity to develop competence with them while learning about forces that shape human development.</i>
<b>Units of Study</b>	Characteristics of Preschool Children Preschool Activities Areas of Child Development Child Safety
<b>Materials</b>	Text: N/A Supplemental Materials: Various pre-school activity manuals, early childhood appropriate classroom supplies

## Unit 1: Characteristics of Preschool Children

**Estimated Time: 1.5 weeks**

### Standard Alignment:

- 11.1.12A Evaluate the impact of family resource management on the global community.
- 11.2.12E Assess the availability of emerging technology that is designed to do the work of the family and evaluate the impact of its use on individuals, families and communities.

### Curricular Objectives:

#### Students will:

- a. Explain why each child has different traits, talents and limitations.
- b. List examples of what parents and caregivers can do help preschoolers learn better.
- c. Describe characteristics of preschool children.

### Assessments/ Measurement of Objectives:

- Planned student activities
- Objective quizzes and tests
- Open-ended student responses
- Written responses

### Suggested Methods of Instruction / Learning Activities:

- Group discussion and questions
- Student completion of checklists “Characteristics for Working with Children”
- Reading in the content area activities

## **Unit 2: Preschool Activities**

**Estimated Time: 2 weeks**

### **Standard Alignment:**

- 11.2.12E Assess the availability of emerging technology that is designed to do the work of the family and evaluate the impact of its use on individuals, families and communities.
- 11.2.12H Evaluate the effectiveness of using interpersonal communication skills to resolve conflict.
- 11.4.12C Analyze practices that optimize child development (e.g., stimulation, safe environment, nurturing caregivers, reading to children).
- 11.4.12 E Identify practices that develop the child's imagination, creativity and reading and writing skills through literature.

### **Curricular Objectives:**

#### **Students will:**

- a. Recognize children's behavior patterns and describe what to do in problem situations.
- b. Describe positive guidance as a behavior management strategy and how to use it effectively in a preschool setting.
- c. List the different kinds of play and discuss the type of learning that takes place.
- d. Explain how environment affects learning.
- e. List points to consider when choosing a book for children.
- f. Outline the steps to follow when reading aloud.
- g. Describe examples of activities that develop a child's imagination, creativity, and reading and writing skills through literature.

### **Assessments/ Measurement of Objectives:**

- Class and or homework activities/assignments
- Student centered play activity
- Observations on preschool play
- Student evaluations of a preschool book
- Student demonstrations of reading to preschool class
- Planning and instructing pre-school activities

### **Suggested Methods of Instruction / Learning Activities:**

- Case studies and scenario role plays
- Pre-school classroom activities
- Group discussion and questions
- Worksheets on positive guidance
- Design a preschool activity that aligns with a daily theme and instructional concept

## Unit 3: Areas of Child Development

**Estimated Time: 3 weeks**

### **Standard Alignment:**

- 11.2.12 A Justify solutions developed by using practical reasoning skills.
- 11.2.12 D Based on efficiency, aesthetics and psychology, evaluate space plans (e.g., home, office, work areas) for their ability to meet a variety of needs including those of individuals with special needs.
- 11.2.12 F Assess the relationship of family functions of human developmental stages.
- 11.4.12 A Analyze current research on existing theories in child development and its impact on parenting (e.g., Piaget, Erikson and prior findings versus new brain development research).
- 11.4.12 C Analyze practices that optimize child development (e.g., stimulation, safe environment, nurturing caregivers, reading to children).
- 11.4.12 D Analyze plans and methods to blend work and family responsibilities to meet the needs of children.

### **Curricular Objectives:**

#### **Students will:**

- a. Plan and present preschool activities keeping monthly concepts in mind.
- b. Describe methods for identifying special needs and health disorders in children.
- c. Learn to make adaptations in the classroom field site to accommodate the special needs child.
- d. Describe normal physical growth for children 4, 5 and 6.
- e. List ways to improve the physical development of the preschool child.
- f. Explain why emotional development appears uneven during the preschool age.
- g. List ways the family and other caregivers influence the social/emotional development of the preschool child.
- h. List ways to improve the mental development of the preschool child.

### **Assessments/ Measurement of Objectives:**

- Class and or homework activities/assignments
- Student written observations / case studies
- Observation on social and emotional development
- Objective quizzes and/or tests
- Written responses/ essays
- Written progress report for preschool parents regarding the developmental accomplishments of his/her preschool child.

### **Suggested Methods of Instruction / Learning Activities:**

- Group discussion and questions.
- Completion of disability simulation worksheets
- Case studies
- Reading in the content area activities

## Unit 4: Child Safety

**Estimated Time: 1.5 week**

**Standard Alignment:**

- 11.1.12 G Compare the availability, costs and benefits of accessing public, nonpublic and for-profit services to assist the family.
- 11.4.12 B Analyze current issues in health and safety affecting children at each stage of child development.

**Curricular Objectives:**

**Students will:**

- a. Review first aid treatment for common accidents/ ailments and list the basic steps for dealing with an emergency.
- b. Identify poisonous products and plants and describe the methods of treating the various types of poisoning.
- c. Review the Pennsylvania seat belt law for infants and children.
- a. Explain what constitutes child abuse, why it happens, and what can be done about it.
- d. List agencies or personnel to contact when reporting child abuse.

**Assessments/ Measurement of Objectives:**

- Class and or homework activities/assignments
- Objective quizzes and tests
- Open-ended student responses

**Suggested Methods of Instruction / Learning Activities:**

- Group discussion and questions
- Presentation from “Children and Youth”

## Unit 5: Child Abuse

**Estimated Time: 1 week**

**Standard Alignment:**

- 11.4.12B Analyze current issues in health and safety affecting children at each stage of child development.
- 11.1.12 G Compare the availability, costs and benefits of accessing public, nonpublic and for-profit services to assist the family.

**Curricular Objectives:**

**Students will:**

- b. Explain what constitutes child abuse, why it happens, and what can be done about it.
- c. List agencies or personnel to contact when reporting child abuse.
- d. Describe the signs of child abuse and how to effectively report child abuse.

**Assessments/ Measurement of Objectives:**

- Class and or homework activities/assignments
- Objective quizzes and/or tests
- Written responses/ essays

**Suggested Methods of Instruction / Learning Activities:**

- Presentation from “Children and Youth” with discussion and questions
- Reading analysis and discussion of non-fiction texts and newspaper articles